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ABSTRACT

Using longitudinal data on 101 sixth-graders who participated in the Pennsylvania Early Adolescent Transitions Study, the following two hypotheses were tested by means of path analysis: (1) the goodness of fit between a child's temperamental characteristics and the temperamental preferences held by the peer group is instrumental in determining a child's peer group relations; and (2) the relation between children's peer relations and adjustment is mediated by the quality of peer social support. Using teacher-, parent-, and self-ratings of children's academic and psychosocial functioning as indices of adjustment, results from several path analyses indicated that children whose temperaments afforded a good fit with their peers' temperamental preferences received significantly more positive peer sociometric nominations and fewer negative peer nominations than subjects whose temperaments did not provide a good fit with the peer group. In addition, peer social support was a significant mediator between the quality of children's peer relations and children's perceived competence. However, children's sociometric nomination scores were more highly related to teacher- and parent-ratings of subjects' adjustment than children's perceptions of peer social support. The results support a person-context fit conceptualization of social competence as well as the importance of peer social support as a mediator between children's peer relations and their perceived self-competence. (Author)

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A MODEL OF CHILDREN'S ADJUSTMENT:

CHILD-PEER GROUP FIT, PEER RELATIONS, AND PEER SOCIAL SUPPORT[1]

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Abstract

Using longitudinal data on 101 sixth-graders who participated in The Pennsylvania Early Adolescent Transitions Study, the following two hypotheses were tested by means of path analysis: (1) the goodness of fit between a child's temperamental characteristics and the temperamental preferences held by the peer group is instrumental in determining a child's peer group relations; and (2) the relation between children's peer relations and adjustment is mediated by the quality of peer social support. Using teacher-, parent-, and self-ratings of children's academic and psychosocial functioning as indices of adjustment, results from several path analyses indicated that children whose temperaments afforded a good fit with their peers' temperamental preferences received significantly more positive peer sociometric nominations and fewer negative peer nominations than subjects whose temperaments did not provide a good fit with the peer group. In addition, peer social support was a significant mediator between the quality of children's peer relations and children's perceived competence. However, children's sociometric nomination scores were more highly related to teacher- and parent-ratings of subjects' adjustment than children's perceptions of peer social support. The results support a person-context fit conceptualization of social competence as well as the importance of peer social support as a mediator between children's peer relations and their perceived self-competence.

A MODEL OF CHILDREN'S ADJUSTMENT:
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The prognostic significance of children's peer relations has been amply demonstrated. The quality of children's relations with peers has been linked to academic achievement (Green, Forehand, Beck, & Vosk, 1980), adult mental health (Cowen, Babigian, Izzo, & Trost, 1973), somatic and behavioral functioning (French & Waas, 1985), and feelings of loneliness and depression (Asher, Hymel, & Renshaw, 1984; Putallaz, White, & Shipman, 1985). Although much of this work has been useful for isolating individuals at-risk for later adjustment problems, this research has been significantly limited in at least two ways. First, most peer research has failed to identify the behavioral antecedents contributing to children's sociometric status. Second, the possible variables mediating the link between children's peer relations and later adjustment have not been fully explored. This research sought to begin to address both of these issues.

In regard to the first limitation, that of a failure to examine possible determinants of children's peer status, most peer research to date has assessed whether a concurrent relation exists between poor peer status and inept social interactions. While such cross-sectional studies are useful for describing the behavioral concomitants of a particular sociometric status, it is not possible to determine whether a child's poor peer status causes the ineffective social behavior or whether a child's deficient behavior causes the low peer status. Thus, the factors which maintain and contribute to a child's sociometric status are not clearly elucidated by cross-sectional methods.

One recently discussed contributor to the quality of a child's relations with peers is the presence or absence of a goodness of fit between a child's behavioral characteristics and the behavioral norms of the peer group. For

example, Wrubel, Benner, and Lazarus (1981) suggest that a child who is able to competently accommodate or regulate his or her behavior for purposes of meeting the social-situational demands is more likely to gain peer acceptance than a child who is unable to alter his or her behavior to fit with peer group norms. Similarly, Putallaz (1983) found that popular children are better able than unpopular children to recognize the prevailing norms or expectations in a given situation and to act in accordance with those norms.

In fact, the notion that a goodness of fit between person and context relates to adaptive functioning within that context has a long and diverse history (French, Rodgers, & Cobb, 1974; Pervin, 1968). However, despite the acknowledged importance of accommodating one's behavior to meet the demands of the peer group in facilitating the occurrence of positive social exchanges, research examining social competence from the perspective of person-context fit is virtually nonexistent. In the present study, we examined the degree of fit or congruence--between children's behavioral style, or temperamental characteristics, and the norms for behavioral style of the peer group--as a determinant of children's peer relations. This issue deserves attention especially in light of the importance of the quality of children's peer relations for predicting later development.

A second limitation of research utilizing early peer relations as a predictor of later adjustment is that most studies overlook possible variables mediating this relationship. For example, much of the evidence linking poor peer relations to later adjustment disturbances is strictly correlational in nature with an omission of an analysis of the variables possibly influencing this relationship. Within recent years, however, investigations on the supportive and stress-buffering function of children's peer networks have begun to emerge (Barrera, 1981; Berndt & Peery, 1986). In fact, many developmental psychologists believe

that is within the context of supportive and friendly peer relations that children are provided with the vital reassurance that they are accepted and valued by others as well as given the essential validation that their worries (e.g., regarding bodily changes, physical attractiveness, or dating relations) are shared by others who are currently experiencing similar concerns. Indeed, the presence of a supportive peer network can buffer a youngster against many stressful situations and can act as a promotive resource enhancing children's overall functioning and well-being. Thus, in this study we explore whether the quality of children's relations with peers exerts an influence on children's adjustment by affecting the nature of social support children feel they receive from peers.

In sum, on the basis of previous research and theory two hypotheses were formulated and tested through path analytic procedures. First, in accord with a goodness of fit model we expect that children whose temperaments or behavioral styles provide a good match with the peer group norms for behavioral style will experience predominantly positive peer relations and, conversely, that children whose temperaments do not provide a good fit with the peer group norms for temperament will experience predominately negative peer relations.

Second, we hypothesized that the quality of children's peer relations influences the social support received within the peer context and that peer social support, in turn, is influential in enhancing or undermining children's adjustment. Our representation of the hypothesized process of influence connecting these variables is shown in Figure 1.

METHOD

Subjects

The subjects for this study were 101 sixth-graders (45 females; mean age =

11.6 years, SD = 0.5 years at the first time of testing) who participated in the Pennsylvania Early Adolescent Transitions Study (PEATS; Lenerz, Kucher, East, Lerner & Lerner, 1987). Subjects of the PEATS were tested at three times during their sixth-grade (in September 1984 and January and May 1985). All subjects were sampled from four elementary schools within a large semirural school district in northwestern Pennsylvania (27 subjects from each of two elementary schools; 24 subjects from one elementary school and 23 subjects from another school). There were no apparent differences among the schools in terms of socioeconomic level or racial background of the students.

Measures

Child-Peer Group Fit. Children's fit with the peer group's temperamental preferences was assessed through the use of two forms of the Revised Dimensions of Temperament Survey (DOTS-R; Windle & Lerner, 1986), the DOTS-R Child-Self and the DOTS-R Peer Difficulty form. The DOTS-R is a 54-item questionnaire which measures the following nine temperament attributes: activity level-general, activity level-sleep, approach-withdrawal, flexibility-rigidity, quality of mood, rhythmicity-sleep, rhythmicity-daily habits, rhythmicity-eating, and task orientation.

A four-choice response format is used with each item: "1" = "usually false;" "2" = "more false than true;" "3" = "more true than false;" and "4" = "usually true." An example of a DOTS-R Child-Self item (indexing activity level-general) is "I move around a lot." Thus, high scores indicate a high propensity for that temperament characteristic (e.g., high activity, approach tendencies, etc.)

The DOTS-R Peer Difficulty form recasts each of the DOTS-R Child-Self items to relate to behavioral preferences held by each subject responding in his or her role as a peer to other subjects. For example, a DOTS-R Child-Self item

(assessing task orientation) reads, "I am hard to distract." To assess what styles of behavior subjects regard as difficult in their classmates, subjects were asked to rate how difficult it would be for them if their classmates always exhibited this behavior (e.g., "My classmates are hard to distract"). The four response alternatives on the DOTS-R Peer Difficulty form include: "1" = "not difficult;" "2" = "a little difficult;" "3" = "somewhat difficult;" and "4" = "very difficult." Thus, high scores indicate that the temperament attribute was found to be difficult by classmates and low scores indicate that it was not found to be difficult by classmates. Of course, if any item on the DOTS-R was considered not important or relevant by a respondent, then the appropriate response alternative would be "not difficult."

A fit score of "1," "2," or "3," indicating a poor, moderate, or good fit, respectively, was assigned to each subject based on the subject's self-rating of his or her temperament characteristics, as measured on the DOTS-R Child-Self, in relation to the peer group's temperamental difficulty rating, as assessed on the DOTS-R Peer Difficulty form. A separate fit score was derived for each attribute; these scores were then summed across attributes to yield one total score indicative of fit across the nine DOTS-R dimensions.

The following criteria were used in deriving the fit score. First, a fit score of "2," indicating a moderate fit, was assigned if a subject's temperament score was within plus or minus one standard error of measurement of the mean difficulty score for each DOTS-R attribute.[2] The assignment of a fit score of "1" or "3" was based on previous research regarding which temperament characteristics constitute a difficult behavioral cluster (Thomas & Chess, 1977). Previous research has indicated that temperamental characteristics of negative mood, arrhythmicity, low general-activity, high sleep-activity, high rigidity,

high withdrawal, and high task distractibility promote negative interactions with others (Thomas et al., 1963). Thus, based on these findings a fit score of "1," indicating a poor fit, was assigned under the following conditions: if a subject's mood score was below minus one standard error of measurement of the mood difficulty mean (i.e., predominantly of negative mood); if a subject's activity level-general score was below minus one standard error of measurement of the activity level-general difficulty mean; if a subject's activity level-sleep score was above one standard error of measurement of the activity level-sleep difficulty mean; if a subject's approach-withdrawal score was below minus one standard error of measurement of the approach-withdrawal difficulty mean (i.e., predominantly withdrawing); if a subject's flexibility-rigidity score was below minus one standard error of measurement of the flexibility-rigidity difficulty mean (i.e., highly rigid); if a subject's rhythmicity scores (regarding sleep, daily habits, and eating) were below minus one standard error of measurement of the rhythmicity difficulty means regarding sleep, daily habits, and eating, respectively (i.e., predominantly arrhythmic); and finally, if a subject's task orientation score was below minus one standard error of measurement of the task orientation difficulty mean (i.e., predominantly distractible).

In contrast, a fit score of "3," indicating a good fit was assigned if a subject's temperament score was in the direction opposite of that described above. For example, a fit score of "3" was assigned if a subject's mood score was above plus one standard error of measurement of the mood difficulty mean (i.e., predominantly of positive mood).

The fit scores were totalled across all nine DOTS-R attributes so that the possible range was nine (subjects who had a poor peer group fit on all nine of

the DOTS-R dimensions) to 27 (subjects whose self-ratings of temperaments provided a good fit on all nine DOTS-R dimensions).

Quality of Peer Relations. A peer-rated sociometric nomination questionnaire (Lerner & Korn, 1972) consisting of both positive and negative personal and social attributes was used to obtain a measure of each subject's quality of peer relations. For example, some positive attributes include: "most want as friend," "has many friends," and "other boys/girls like him (or her);" some negative attributes include "least want as friend," "is mean," and "is left out of games." Each subject's positive and negative peer relations scores were derived by separately summing the favorable and unfavorable nominations.[3] Then, a combination peer nomination score was formed by subtracting the number of negative nominations from the number of positive nominations. This combination score is usually used to create a single index of social status (e.g., Hartup, Glazer, & Charlesworth, 1967) and is typically termed a "social preference score" (Hymel, 1983).

Peer Social Support. Harter's (1985a) "The People In My Life Questionnaire" was administered to appraise subjects' perceptions of social support. This 24-item instrument asks subjects to respond about the extent to which they receive support from their peers (i.e., classmates and friends) in times of need (e.g., when sad or when the child has a problem). Originally designed to assess social support and positive regard from four groups of significant others (viz., parents, teacher, classmates, and close friends), because the intent of this study was to examine social support received exclusively from peers, only the two peer factors were included in analyses. Furthermore, because we did not hypothesize a distinction between the social support received from classmates and

the social support received from close friends, scores from these two factors were summed to yield one peer social support score.

Adjustment. Three instruments were used to appraise children's functioning yielding 12 scores of adjustment. These instruments were: (1) the self-rated Self-Perception Profile for Children (SPP; Harter, 1983); (2) the Teacher's Behavior Rating Scale (TBRS; Harter, 1983); and (3) parent-ratings on Conners' Behavioral Rating Scale (BRS; Conners, 1970).

The SPP measures subjects' perceptions of their competence across six domains of functioning: (1) scholastic competence; (2) social acceptance; (3) athletic competence; (4) physical appearance; (5) conduct/behavior; and (6) general self-worth.

The TBRS assesses teachers' independent judgment of subject's competence on five of the six domains measured on the SPP, excluding subject's general self-worth.

The BRS was completed by each subject's parent to measure children's overall behavioral adjustment. This instrument presents 54 child problem behaviors and asks parents to respond in terms of the degree to which the behavior was observed. Thus, high scores indicate the presence of problem behaviors.

Procedure

Testing was conducted on two consecutive days on each of three separate occasions at the beginning, middle, and end of the subjects' sixth-grade school year. Subjects were tested in large groups ranging in size from 20 to 30 students, either in their own classrooms or in another room (e.g., the cafeteria) within their school. Working in separate rooms, the teachers completed the Teacher Behavior Rating Scale while the subjects completed their questionnaires. The parents responded to the Behavior Rating Scale at home.

RESULTS

Path analyses were used to test the hypothesized relationships among child-peer group fit, quality of peer relations, peer social support, and child adjustment. Recall it was hypothesized that: (1) the degree of child-peer group fit would influence a child's relations with his/her peers; and (2) the relationship between a child's peer relations and his/her adjustment would be mediated by the social support received from peers.

Prior to performing the analyses, the appropriateness of path analysis for the present research was evaluated. A basic assumption of path analysis is that a theoretically reasonable ordering of the variables is specified a priori (Schumm, Southerly, & Figley, 1980). The ordering of the variables in this study was based on previous findings in the literature and a number of theoretical considerations. For example, a child's fit with his or her peers has been discussed as a determinant of group acceptance and popularity (Putallaz, 1983; Wrubel et al., 1981); no discussions have appeared suggesting the contrary. Furthermore, because the processes which contribute to a person-context fit are believed to influence the nature of social relations within that context, it seems logical that child-peer fit should precede the quality of peer relations and not the reverse.

There is the possibility of an alternate ordering (e.g., reciprocal effects) among the variables in the model. For example, a child's poor adjustment could lead to poor peer relations as well as the reverse. For these reasons, a temporal priority of the variables was reflected in the research design so that the hypothesized relations among the variables in the model could be tested.

Another specification of the appropriateness of path analysis is that the relations among the variables in the model are linear and additive. Using F-

tests, tests for linearity in each combination of two variables were conducted; results indicated that the bivariate relations among the variables in the model were linear. An inspection of the regression equations (i.e., the R^2 values with and without interaction terms; recommended by Schumm et al, 1980) revealed that there were no significant interactions among the variables.

Additionally, the sample size criterion generally regarded as a minimum in path analysis is a 10:1 subject to variable ratio (Cohen & Cohen, 1983). In this study there were four variables included in each path model and the sample size per model ranged from 74 to 86. Thus, there was approximately a 20:1 subject to variable ratio, a sample size adequate to evaluate the results.

Finally, valid tests of a path model assume high measurement reliability of all independent variables. The estimates of measurement reliability (i.e., Cronbach alphas) used in this study indicated that all variables exhibited relatively high reliability.

Path analyses were conducted by calculating standardized beta coefficients for child-peer group fit, peer nomination scores, and peer social support scores against each of the twelve dependent variables--i.e., the six factors on the SPP, the five factors on the TBRS, and parents' ratings on the BRS. As an illustration of our findings from the several path analyses we conducted, the results for the outcome variable of perceived self-worth are shown in Figure 2.

Insert Figure 2 about here

Consistent with the first hypothesis, the path from child-peer group fit to quality of peer relations was significant (beta = .33; $p < .01$; $R^2 = .11$). Subjects whose temperament provided a good fit with their peers' preferences for

temperament were significantly more likely to receive positive nominations and less likely to receive negative nominations than subjects who had a poor fit with the peer group's norms for behavioral style.

In regard to the second hypothesis, the quality of children's peer relations significantly influenced children's perceptions of peer support (beta= .55; $p < .001$). Additionally, perceived peer support was related to children's self-ratings of competence (path coefficients ranged from .21 to .46 for the various domains of competence). However, peer social support scores were not related to teacher- and parent-ratings of subjects' adjustment. Thus, children who received predominantly positive peer nominations rated their peers as more supportive and helpful than children who received predominantly negative peer nominations; in turn, subjects who had high ratings of peer social support had higher self-ratings of competence than subjects who had low ratings of peer social support. However, perceived peer support was not related to children's adjustment as rated by teachers and parents. Table 1 provides a summary of the beta coefficients for the direct paths from peer relations and peer social support to all twelve adjustment variables.

Insert Table 1 about here

DISCUSSION

The purpose of this study was twofold. First, we sought to evaluate the goodness of fit between children's behavioral characteristics and the behavioral norms of the peer group as a determinant of the quality of children's peer relations. Second, we sought to examine peer social support as a variable

mediating the relation between children's sociometric status and later adjustment.

Data from the PEATS has provided useful information relevant to both purposes. First, our results indicated that the goodness of fit between children's temperament and their peers' temperamental demands at Time 1 predicted subjects' sociometric nominations four months later or at Time 2. Specifically, subjects whose temperaments were found difficult by their classmates (e.g., they were highly distractible, predominantly withdrawing, of negative mood, and arrhythmic) received more unfavorable and fewer favorable peer nominations than subjects not possessing such temperament attributes. These results suggest that a conceptualization of social competence which incorporates individual characteristics of the person (e.g., children's temperament) and features of the context (e.g., peers' behavioral demands) may provide an understanding of factors which lead to and maintain positive and accepting peer relations. The findings of this study are also intriguing because they suggest that when there is a poor fit between a child's temperamental characteristics and the peer group's temperamental preferences, other negative outcomes ensue--such as, poor peer relations, low perceived peer social support, and low perceived self-competence--outcomes which may eventually result in later behavioral or psychological disturbances.

In studying the etiology of social dysfunctions, clinicians may find it fruitful to examine children's ability to successfully meet the behavioral demands of their peer context. Requisite to this ability may be the possession of particular characteristics (e.g., physical or behavioral) which afford a fit with others in the context. However, if it is the case that the child's adaptation is not to be left to the chance of an adventitious fit with the

context, then the child must possess the behavioral skills to either actively shape or restructure the features of the setting in ways which promote a fit with his or her individual characteristics, or to competently accommodate or regulate his or her behavior in ways which subserve a fit with others in the context.

It is our view that research should be directed toward uncovering the processes which contribute to a good person-context fit. In this regard, Plomin (1986) and Scarr (1985; Scarr & McCartney, 1983) propose three different processes by which fits, or correlations between individual characteristics (e.g., temperament genotypes) and environmental settings may develop. They term these processes passive, evocative (or reactive), and niche-picking (or active). Scarr and McCartney (1983) suggest that the influence of passive processes diminishes from infancy to adolescence while the importance of ecological niche-picking processes increase across childhood. Plomin's (1986) data support these trends. Thus, perhaps niche-picking within the peer group--or actively shaping or selecting one's context (e.g., one's peers) to better correspond with one's own individual characteristics--may most efficiently contribute to positive childhood peer relationships. However, because evocative processes are believed to persist throughout life (Scarr & McCartney, 1983, p.428), it is also likely that individual differences in temperament evoke differential reactions from others (e.g., one's peers). These reactions then feed back to the child and may act to channel his or her behavior along another, perhaps more positive pathway. Certainly we need both longitudinal and observational methods to address the question of which processes contribute to and maintain positive patterns of peer interaction (Lerner & Lerner, 1983). Because such information was not present in this investigation, this study was limited.

In regard to the second purpose of this study, it can be concluded that perceived peer social support is an important mediator between the quality of children's relations with peers and later perceived self-competence. That is, subjects who received predominantly positive peer nominations had higher self-ratings of peer social support and, subsequently, had higher feelings of self-competence than subjects who accrued a majority of negative peer nominations. Thus, for those social scientists studying sociometric status exclusively as a predictor of later development, it appears critical that they also incorporate the effects of children's peer status on the social support received from peers--or perhaps more interesting, the lack of peer support for socially rejected youngsters (c.f., East, 1986; Ladd, 1983).

In addition, recall that the social support measure used in the PEATS specifically assessed social support in the form of perceived positive regard from classmates and friends. The finding that perceived regard from peers predicts subsequent perceived self-competence confirms Harter's (1985b) discussions that children's self-appraisals rest to some extent on how they perceive others regard them. Thus, children's sense of adequacy and competence are influenced, in part, by their perceptions of how classmates and friends think of them; this finding attests to the importance of the peer system in the formation of children's self-concept and self-regard.

However, as noted, subjects' perceptions of peer social support did not predict teacher- and parent-ratings of subjects' adjustment. This finding may reflect teachers' and parents' reliance on more objective sources of information in forming their adjustment ratings (e.g., school grades, the child's participation in school team sports, etc.). In fact, both teachers and parents were instructed to rate the child's actual behavior in each domain of functioning

and not how he or she (the teacher or parent) thinks the child would answer. Thus, perhaps children's perceived regard from others affects their perceptions of competence, but do not, at least concurrently, have an impact on children's actual performance which may have been reflected in teachers' and parents' ratings. The interrelations among children's perceived peer support or regard, perceived self-competence, and actual competence can be addressed in future investigations.

In sum, findings from this study reaffirm previous evidence that children experiencing poor peer relations are at an increased vulnerability to later academic, behavioral, and psychological difficulties. However, our results provide evidence that the degree of fit between children's temperament attributes and the temperamental norms held by the peer group influence the quality of children's peer relations. Thus, albeit exploratory, these results suggest a potential process of influence underlying children's psychosocial adjustment. That is, at least for the PEATS sample, there is some support for the presence of a process of influence which links child-peer group fit, to quality of peer relations, to peer social support, and in turn, to later adjustment. This process of influence may be useful for generating research questions that attempt to consider the role of both the individual characteristics of the child and the features of the social context in predicting children's adjustment. In fact, this process model is currently being examined by the present authors to predict our subjects' adjustment to junior high school. Although more tests of this model are certainly needed to further explicate the mechanisms of change individuals utilize to adapt to others in their social contexts, we believe this study represents a useful first effort toward broadening our understanding of those mechanisms.

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Footnotes

[2] The standard error of measurement was used to form this interval because the resultant range of values can be interpreted as a confidence interval surrounding the "true score" of the difficulty mean. The main advantage of using this confidence interval instead of the mean value alone, is that it incorporates the assumption that an observed score contains a certain amount of measurement error. Thus, scores which fall within the measurement error confidence interval centered at the difficulty mean are believed to be within the range of the "true" difficulty mean. The actual standard error of measurement of the DOTS-R difficulty scores were very small, ranging from .48 to .82, with a mean of .63, indicating that the observed mean is a relatively accurate estimate of the "true" mean.

[3] To correct for the different number of students in each classroom and therefore the potentially different number of ratings a subject could receive, nomination scores were converted using an arc sine transformation. Using this method comparisons among children from different schools was possible. Arc sine transformations are recommended when a variable is in a proportion form (Neter & Wasserman, 1974, p. 507), as is the case with peer nomination scores--i.e., the total number of nominations received is the numerator and the total possible nominations based on the number of students in the classroom is the denominator. The arc sine transformation involves taking the square root of the above proportion and multiplying this by 2 arc sine.

Table 1

Summary of Beta Coefficients for the Direct Paths from Peer Relations and Peer Social Support to Adjustment.

Adjustment Variable:	Peer Relations (Time 2) to Adjustment (Time 3)	Peer Social Support (Time 3) to Adjustment (Time 3)
Perceived Scholastic Competence	.37**	.21**
Perceived Social Acceptance	.46***	.40***
Perceived Athletic Competence	.32*	.27**
Perceived Conduct/Behavior	.14	.30**
Perceived Physical Appearance	.32*	.21**
Perceived Self-Worth	.33**	.46***
Teacher-Rated Scholastic Competence	.38**	.01
Teacher-Rated Social Acceptance	.35**	.10
Teacher-Rated Athletic Competence	.37**	.03
Teacher-Rated Conduct/Behavior	.13	.05
Teacher-Rated Physical Appearance	.28	.07
Parent-Rated Behavioral Problems	-.48***	-.18

N = 84

*$p < .05$

**$p < .01$

***$p < .001$

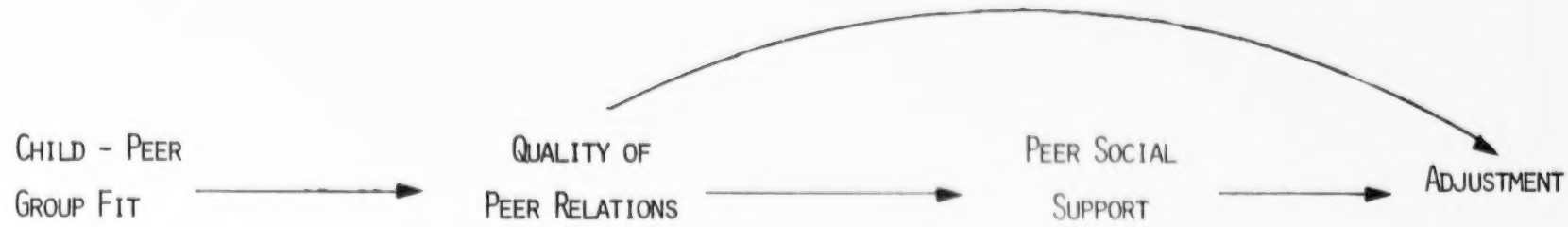
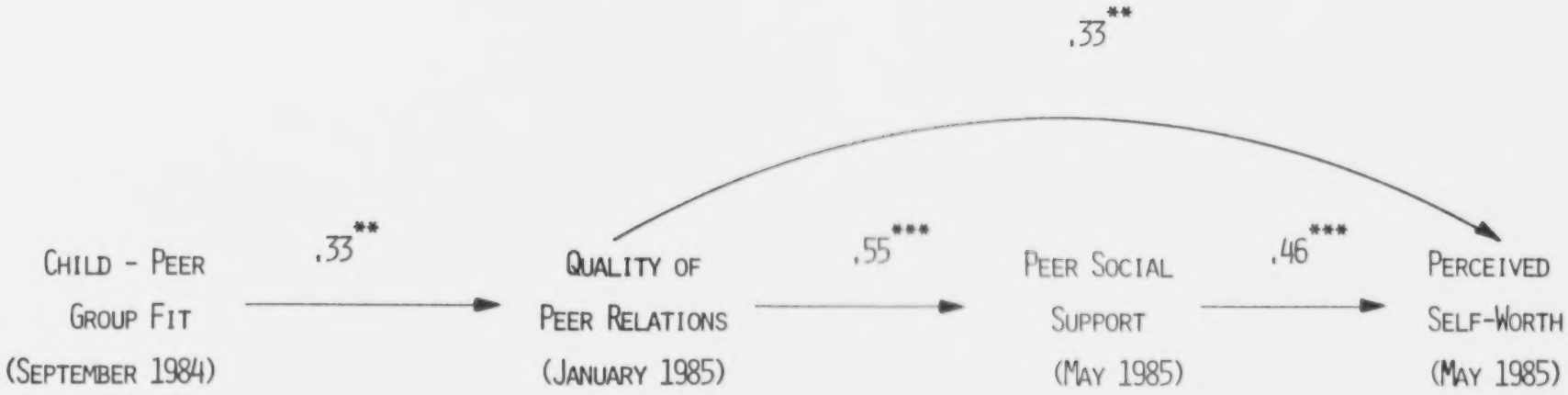


Figure 1. Hypothesized model of children's adjustment with child-peer group fit as a predictor of quality of children's peer relations and peer social support as a mediator between quality of peer relations and adjustment.



N = 84

** $p < .01$

*** $p < .001$

FIGURE 2. PATH COEFFICIENTS FOR OUTCOME VARIABLE OF SUBJECTS' PERCEIVED SELF-WORTH.